KENTUCKY DEPARTMENT OF
EDUCATION
Every Child Proficient and Prepared for SUCCESS

2 Day/Progress Monitoring Visit Report

Name of Institution Reviewed: Bryan Station High School

Date: March 13-15, 2016

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AdvancED™

Introduction

The KDE Internal School Review is designed to:
- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2013-2014 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2015
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT™)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2015
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 **2.00**	Team Rating for Standard 3 **1.58**

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 1
3.1	**The school/district's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.** *Level 4* Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations. *Level 3* Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. *Level 2* Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident. *Level 1* Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2

3.2	**Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.**

Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.

There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Indicator Rating	☐Powerful Practice ☒ Improvement Priority	School Rating 1	Team Rating 1

3.3	**Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.**

Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge

and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when   necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 2 Teachers sometimes use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 1

3.4	**School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.**
	Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2

3.5	**Teachers participate in collaborative learning communities to improve instruction and student learning.**
	Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
	Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
	Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.
	Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 1

3.6	**Teachers implement the school's instructional process in support of student learning.**
	Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.7	**Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.** *Level 4* All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. *Level 3* School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. *Level 2* Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel. *Level 1* Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.		

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.8	**The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.**		

	Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.
	Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.
	Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.
	Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2
3.9	**The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.** Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.		

Indicator Rating	☐ Powerful Practice ☒ Improvement Priority	School Rating 1	Team Rating 1
3.10	**Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.**		

Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.

Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2
3.11	**All staff members participate in a continuous program of professional learning.**		

Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating 2	Team Rating 2

3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.
	Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students. *Level 3* School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students. *Level 2* School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations. *Level 1* School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

Summary of School and Statement Performance Data

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	62.6	63.6	65.5	Yes	No	No
2013-2014	55.2	56.2	62.6	Yes	Yes	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End- of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	51.8	55.8	52.9	55.4	46.2	56.8
Algebra II	31.5	36.0	42.3	37.9	19.3	38.2
Biology	24.5	36.3	26.6	39.8	23.1	39.7
U.S. History	45.0	51.3	60.3	58.0	48.3	56.9
Writing	49.0	48.2	39.2	43.3	38.3	50.0
Language Mech.	40.6	51.4	32.0	49.9	34.9	51.6

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	57.1	67.8	55.9	66.2	49.1	62.3
Math	18.4	25.8	17.8	25.6	17.5	27.9
Reading	34.4	43.2	39.6	48.0	32.3	43.7
Science	16.2	21.2	12.5	19.5	12.7	21.9

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	41.8	53.1	42.1	55.9	36.4	55.3
Math	30.9	39.6	34.7	43.5	25.1	38.1
Reading	35.9	44.2	38.0	47.1	34.2	47.4

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	45.5	31.6	No	39.4	26.2	No
Reading	53.0	45.9	No	46.7	38.0	No
Math	37.8	17.2	No	32.1	14.4	No
Science	30.5	22.9	No	24.5	17.3	No
Social Studies	47.7	45.6	No	40.2	39.5	No
Writing	47.4	38.1	No	40.9	32.3	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	62.0	53.3	**66.9**	No
Graduation Rate (for 4-year adjusted cohort)	86.3	83.7	**88.0**	No
Graduation Rate (for 5-year adjusted cohort)	87.2	85.4	**89.0**	No

Program Reviews 2014-2015						
Program Area	**Curriculum and Instruction (3 pts possible)**	**Formative & Summative Assessment (3 pts possible)**	**Professional Development (3 pts possible)**	**Administrative/ Leadership Support (3 pts possible)**	**Total Score (12 points possible)**	**Classification**
Arts and Humanities	2.29	2.29	2.33	2.00	8.9	Proficient
Practical Living	2.20	2.17	2.78	2.58	9.7	Proficient
Writing	1.83	1.75	1.89	2.00	7.5	Needs Improvement
World Language and Global Competency*	1.21	0.90	1.67	1.38	5.2	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Summary of School and Student Performance Data:

Plus
- The school met its AMO (Annual Measurable Objective) goal for 2013-14 and 2014-15.
- The school met its participation rate goal for 2013-14.
- Students scoring Proficient/Distinguished in language mechanics increased from 32.0 percent in 2013-14 to 34.9 percent in the 2014-15 school year.
- The percentage of students meeting benchmark on the PLAN in science increased from 12.5 in 2013-14 to 12.7 in 2014-15.
- Reading scores were higher than other content areas among the Proficiency Delivery targets.
- On the Program Reviews, the school scored in the Proficient category in the areas of Arts and Humanities and Practical Living.
- The highest score was in the area of Practical Living with 9.7 out of 12 possible points.
- The highest standard is Professional Development in the area of Practical Living with a score of 2.78 out of 3 possible points.

Delta
- The school did not meet its graduation rate goal (AMO) for 2013-14 or 2014-15.
- The school did not meet its participation rate goal (AMO) for 2014-15.
- The percentage of students scoring at the Proficient/Distinguished level during the 2014-15 school year was below the state average in each EOC (End-of-Course)/KPREP assessed content area.
- The following content areas show a decline from the 2013-14 to the 2014-15 school years in the percentage of students scoring Proficient/Distinguished: English II, Algebra II, Biology, and US History.
- Algebra II has the lowest percentage of students scoring at the Proficient/Distinguished levels, with only 19.3 percent during the 2014-15 school year.
- The percentage of students meeting benchmarks on the PLAN in English, math, reading, and science are below state averages for three consecutive years.
- Science has the lowest percentage of students meeting benchmark on PLAN with only 12.7 percent during the 2014-15 year.
- The percentage of students meeting benchmarks on the ACT in English, math, reading, and science are below state averages for three consecutive years.
- The percentage of students meeting benchmark on ACT in English, math, reading and science declined from 2013-14 to 2014-15.
- Math has the lowest percentage of students meeting benchmark on ACT with only 25.1 percent during the 2014-15 year.
- No Proficiency Delivery targets were met in any of the assessed content areas.
- No Gap Delivery targets were met in any of the assessed content areas.
- Math was the lowest score among the Proficiency and Gap Delivery targets.
- Targets were not met in College and Career Readiness, graduation rate for 4-year adjusted cohort or graduation rate for 5-year adjusted cohort.
- The actual scores in the College and Career Readiness and graduation rate were significantly below the state average.
- The school scored Needs Improvement in the areas of Writing and World Language and Global Competency.
- The lowest score was in the area of World Language and Global Competency with a score of 5.2 out of 12 possible points.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	57.7	10	55.6	26	48.4
3.1	11	58.6	11	48.7	51	58.6
3.1	13	32.2	17	39.6		
3.1	34	56.7	32	45.4		
3.2	21	53.3	17	39.6	16	50.0
3.2					22	49.2
3.3	12	48.6	10	55.6	17	44.5
3.3	13	32.2	16	52.4	18	45.3
3.3	22	69.2	17	39.6	19	46.9
3.3			26	51.7		
3.4					3	66.2
3.4					11	70.4
3.4					12	66.7
3.4					13	53.3
3.5	14	34.6	5	49.1	8	67.4
3.5					24	68.0
3.5					25	41.4
3.6	19	73.0	9	59.4	20	57.8
3.6	21	53.3	18	58.4	21	43.8
3.6			20	58.0	22	49.2
3.7	14	34.6	5	49.1	8	67.4
3.7					30	59.4
3.7					31	69.5
3.8	9	59.8	13	48.1	15	62.2
3.8	15	42.8	21	46.9	34	39.8
3.8	16	39.5			35	56.3
3.8	17	53.5				

3.8	35	48.6				
3.9	20	64.7	14	47.7	28	46.9
3.9						
3.10			22	55.6	9	80.0
3.10					21	43.8
3.10					23	46.9
3.11					32	70.3
3.11					33	59.4
3.12	13	32.2	1	64.8	27	60.9
3.12	23	55.4	17	39.6	29	48.4

Summary of Stakeholder Feedback

Plus
- Eighty percent of staff agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards," demonstrating agreement.

Delta
- Thirty-two percent of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction," demonstrating absence of agreement.
- Thirty-five percent of parents agree/strongly agree with the statement, "All of my child's teachers work as a team to help my child learn," demonstrating absence of agreement.
- Forty percent of parents agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded," demonstrating absence of agreement.
- Forty percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," demonstrating absence of agreement.
- Forty-seven percent of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress," demonstrating absence of agreement.
- Forty-eight percent of students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," demonstrating absence of agreement.
- Forty-five percent of staff agree/strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students," demonstrating absence of agreement.
- Forty-one percent of staff agree/strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)," demonstrating absence of agreement.
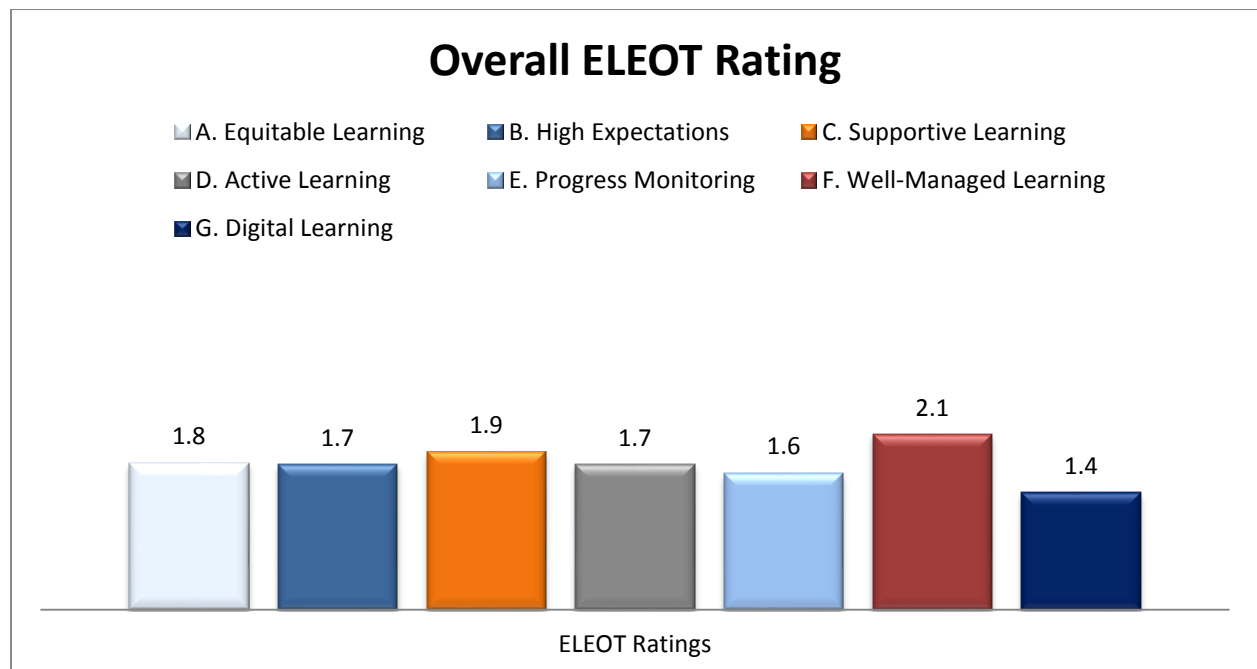
- Forty percent of staff agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress," demonstrating absence of agreement.

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 46 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.

Overall ELEOT Rating

Legend: A. Equitable Learning B. High Expectations C. Supportive Learning D. Active Learning E. Progress Monitoring F. Well-Managed Learning G. Digital Learning

Values: 1.8, 1.7, 1.9, 1.7, 1.6, 2.1, 1.4

ELEOT Ratings

Summary of eleot™ Data

Equitable Learning Environment

Plus
- Indicator A.2, "Has equal access to classroom discussions, activities, resources, technology, and support," represents the highest overall average for all indicators under Equitable Learning Environment with an average rating of 2.4 on a 4 point scale.

Delta
- The Equitable Learning Environment received an overall rating of 1.8 on a 4 point scale.
- Indicator A.1, "Has differentiated learning opportunities and activities that meet her/his needs," received an average rating of 1.4 on a 4 point scale.
- Access to "differentiated learning opportunities" that meet student learning needs were not observed during 72 percent of eleot™ observations.
- Indicator A.3, "Knows that rules and consequences are fair, clear, and consistently applied," received an average rating of 2.1 on a 4 point scale.
- Indicator A.3, "Knows that rules and consequences are fair, clear, and consistently applied," was evident/very evident during 37 percent of eleot™ observations.
- Indicator A.4, "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," received an average rating of 1.1 on a 4 point scale.
- Indicator A.4, "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," was not observed during 89 percent of eleot™ observations.

High Expectations Learning Environment

Plus
- N/A – Percentages were not high enough to qualify as a plus.

Delta
- The High Expectations Environment received an overall rating of 1.7 on a 4 point scale.
- Indicator B.1, "Knows and strives to meet the high expectations established by the teacher," received an average rating of 2.0 on a 4 point scale.
- Indicator B.1, "Knows and strives to meet the high expectations established by the teacher," was evident/very evident during 24 percent of eleot™ observations.
- Indicator B.2, "Is tasked with activities and learning that are challenging but obtainable," received an average rating of 2.0 on a 4 point scale.
- Indicator B.2, "Is tasked with activities and learning that are challenging but obtainable," was evident/very evident during 22 percent of eleot™ observations.
- Indicator B.3, "Is provided exemplars of high quality work," received an average rating of 1.2 on a 4 point scale.
- Indicator B.3, "Is provided exemplars of high quality work," was evident/very evident during two percent of eleot™ observations.
- Indicator B.4, "Is engaged in rigorous coursework, discussions, and/or tasks," received an average rating of 1.8 on a 4 point scale.
- Indicator B.4, "Is engaged in rigorous coursework, discussions, and/or tasks," was evident/very evident during 13 percent of eleot™ observations.

- Indicator B.5, "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," received an average rating of 1.7 on a 4 point scale.
- Indicator B.5, "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," was evident/very evident during 11 percent of eleot™ observations.

Supportive Learning Environment

<u>**Plus**</u>
- N/A – Percentages were not high enough to qualify as a plus.

<u>**Delta**</u>
- The Supportive Learning Environment received an overall rating of 1.9 on a 4 point scale.
- Indicator C.1, "Demonstrates or expresses that learning experiences are positive," received an average rating of 2.2 on a 4 point scale.
- Indicator C.1, "Demonstrates or expresses that learning experiences are positive," was evident/very evident during 34 percent of eleot™ observations.
- Indicator C.2, "Demonstrates positive attitude about the classroom and learning," received an average rating of 2.1 on a 4 point scale.
- Indicator C.2, "Demonstrates positive attitude about the classroom and learning," was evident/very evident during 30 percent of eleot™ observations.
- Indicator C.3, "Takes risks in learning (without fear of negative feedback)," received an average rating of 1.7 on a 4 point scale.
- Indicator C.3, "Takes risks in learning (without fear of negative feedback)," was evident/very evident during 13 percent of eleot™ observations.
- Indicator C.4, "Is provided support and assistance to understand content and accomplish tasks," received an average rating of 2.1 on a 4 point scale.
- Indicator C.4, "Is provided support and assistance to understand content and accomplish tasks," was evident/very evident during 19 percent of eleot™ observations.
- Indicator C.5, "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," received an average rating of 1.5 on a 4 point scale.
- Indicator C.5, "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," was evident/very evident during two percent of eleot™ observations.

Active Learning Environment

<u>**Plus**</u>
- N/A – Percentages were not high enough to qualify as a plus.

<u>**Delta**</u>
- The Active Learning Environment received an overall rating of 1.7 on a 4 point scale.
- Indicator D.1, "Has several opportunities to engage in discussions with teacher and other students," received an average rating of 1.8 on a 4 point scale.
- Indicator D.1, "Has several opportunities to engage in discussions with teacher and other students," was evident/very evident during 13 percent of eleot™ observations.
- Indicator D.2, "Makes connections from content to real-life experiences," received an average rating of 1.6 on a 4 point scale.

- Indicator D.2, "Makes connections from content to real-life experiences," was evident/very evident during 15 percent of eleot™ observations.
- Indicator D.3, "Is actively engaged in the learning activities," received an average rating of 1.9 on a 4 point scale.
- Indicator D.3, "Is actively engaged in the learning activities," was evident/very evident during 15 percent of eleot™ observations.

Progress Monitoring Learning Environment

<u>**Plus**</u>
- N/A – Percentages were not high enough to qualify as a plus.

<u>**Delta**</u>
- The Progress Monitoring Learning Environment received an overall rating of 1.6 on a 4 point scale.
- Indicator E.1, "Is asked and/or quizzed about individual progress/learning," received an average rating of 1.6 on a 4 point scale.
- Indicator E.1, "Is asked and/or quizzed about individual progress/learning," was evident/very evident during 11 percent of eleot™ observations.
- Indicator E.2, "Responds to teacher feedback to improve understanding," received an average rating of 1.7 on a 4 point scale.
- Indicator E.2, "Responds to teacher feedback to improve understanding," was evident/very evident during nine percent of eleot™ observations.
- Indicator E.3, "Demonstrates or verbalizes understanding of the lesson/content," received an average rating of 1.8 on a 4 point scale.
- Indicator E.3, "Demonstrates or verbalizes understanding of the lesson/content," was evident/very evident during four percent of eleot™ observations.
- Indicator E.4, "Understands how her/his work is assessed," received an average rating of 1.4 on a 4 point scale.
- Indicator E.4, "Understands how her/his work is assessed," was evident/very evident during six percent of eleot™ observations.
  Indicator E.5, "Has opportunities to revise/improve work based on feedback," received an average rating of 1.7 on a 4 point scale.
- Indicator E.5, "Has opportunities to revise/improve work based on feedback," was evident/very evident during 15 percent of eleot™ observations.

Well-Managed Learning Environment

<u>**Plus**</u>
- Indicator F.1, "Speaks and interacts respectfully with teacher(s) and peers," received an average rating of 2.6 on a 4 point scale.
- Indicator F.1, "Speaks and interacts respectfully with teacher(s) and peers," was not observed during 11 percent of eleot™ observations.

<u>**Delta**</u>
- The Well-Managed Learning Environment received an overall rating of 2.1 on a 4 point scale.
- Indicator F.2, "Follows classroom rules and works well with others," received an average rating of 2.4 on a 4 point scale.

- Indicator F.2, "Follows classroom rules and works well with others," was evident/very evident during 41 percent of eleot™ observations.
- Indicator F.3, "Transitions smoothly and efficiently to activities," received an average rating of 1.9 on a 4 point scale.
- Indicator F.3, "Transitions smoothly and efficiently to activities," was evident/very evident during 30 percent of eleot™ observations.
- Indicator F.4, "Collaborates with other students during student-centered activities," received an average rating of 1.4 on a 4 point scale.
- Indicator F.4, "Collaborates with other students during student-centered activities," was evident/very evident during seven percent of eleot™ observations.
- Indicator F.5, "Knows classroom routines, behavioral expectations and consequences," received an average rating of 2.3 on a 4 point scale.
- Indicator F.5, "Knows classroom routines, behavioral expectations and consequences," was evident/very evident during 41 percent of eleot™ observations.

Digital Learning Environment

Plus
- N/A – Percentages were not high enough to qualify as a plus.

Delta
- The Digital Learning Environment received an overall rating of 1.4 on a 4 point scale.
- Indicator G.1, "Uses digital tools/technology to gather, evaluate, and/or use information for learning," received an average rating of 1.5 on a 4 point scale.
- Indicator G.1, "Uses digital tools/technology to gather, evaluate, and/or use information for learning," was evident/very evident during 21 percent of eleot™ observations.
- Indicator G.2, "Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning," received an average rating of 1.4 on a 4 point scale.
- Indicator G.2, "Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning," was evident/very evident during 17 percent of eleot™ observations.
- Indicator G.3, "Uses digital tools/technology to communicate and work collaboratively for learning," received an average rating of 1.3 on a 4 point scale.
- Indicator G.3, "Uses digital tools/technology to communicate and work collaboratively for learning," was evident/very evident during nine percent of eleot™ observations.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.3

Action statement:

Develop, implement, and monitor a process for the purpose of building teacher capacity that ensures teachers are consistent and deliberate in planning and using content appropriate instructional strategies that require student collaboration, self-reflection, and critical thinking skills. Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers provide personalized instructional strategies and interventions to address the individual learning needs of students through assessment data.

Evidence and Rationale:

Student Performance Data
- The percentage of students scoring at the Proficient/Distinguished level during the 2014-15 school year was below the state average in each EOC/KPREP assessed content area.
- The following content areas show a decline from the 2013-14 to the 2014-15 school years in the percentage of students scoring Proficient/Distinguished: English II, Algebra II, Biology, and US History.
- Algebra II has the lowest percentage of students scoring at the Proficient/Distinguished levels, with only 19.3 percent during the 2014-15 school year.
- The percentage of students meeting benchmarks on the ACT in English, math, reading, and science are below state averages for three consecutive years.
- The percentage of students meeting benchmark on ACT in English, math, reading and science declined from 2013-14 to 2014-15.
- Math has the lowest percentage of students meeting benchmark on ACT with only 25.1 percent during the 2014-15 year.
- No Proficiency Delivery targets were met in any of the assessed content areas.
- No Gap Delivery targets were met in any of the assessed content areas.
- Math was the lowest score among the Proficiency and Gap Delivery targets.
- Targets were not met in College and Career Readiness, graduation rate for 4-year adjusted cohort or graduation rate for 5-year adjusted cohort.
- The actual scores in the College and Career Readiness and graduation rate were significantly below the state average.

Classroom Observation Data
The Effective Learning Environments Observation Tool (eleot™) summary data revealed the following:
- The Equitable Learning Environment received an overall rating of 1.8 on a 4 point scale. The lowest rated indicator for this environment was "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," which was rated a 1.1 on a 4 point scale. The highest rated indicator in this environment was "Has equal access to classroom discussions, activities, resources, technology, and support," which received a rating of 2.4 on a 4 point scale.

"Has differentiated learning opportunities and activities that meet his/her needs" received a rating of 1.4 on a 4 point scale.

- The High Expectations Learning Environment received an overall rating 1.7 on a 4 point of scale. The lowest rated indicator for this environment was "Is provided exemplars of high quality work," which was rated a 1.2 on a 4 point scale. The indicator "Is engaged in rigorous coursework, discussions, and/or tasks," was rated a 1.8 on a 4 point scale while the indicator "Is asked and responds to respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" was rated 1.7 on a 4 point scale. The indicators "Knows and strives to meet the high expectations established by the teacher," and "Is tasked with activities and learning that are challenging but attainable," both were rated a 2.0 score on 4 point scale.
- The Digital Learning Environment received an overall rating of 1.4 on a 4 point scale. The lowest rated indicator in this environment was "Uses digital tools/technology to communicate and work collaboratively for learning," which received a score of 1.3 on a 4 point scale. The second lowest rating in this environment was "Uses digital tools/technology to conduct research, solve problems and/or create original works for learning," which received a score 1.4 on a 4 point scale. The highest rating in this environment was "Uses digital tools/technology to gather, evaluate, and/or use information for learning," which received a rating of 1.5 on a 4 point scale.

Stakeholder Survey Data
- Forty percent of student stakeholders agree/strongly agree with the statement, "All of my teachers change their instruction to meet my learning needs."
- Fifty-six percent of student stakeholders agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
- Fifty-two percent of student stakeholders agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills that I need to succeed."
- Forty-five percent of staff stakeholders agree/strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
- Forty-five percent of staff stakeholders agree/strongly agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."
- Forty-seven percent of staff stakeholders agree/strongly agree with the statement, "All teachers in our school use a variety of technologies as instructional resources."
- Sixty-nine percent of parent stakeholders agree/strongly agree with the statement, "My child has up to date computers and other technologies to learn." However, eleot™ walkthrough data indicates 85 percent of classrooms observed did not use digital tools/technology to communicate and work collaboratively for learning.
- Forty-nine percent of parent stakeholders agree/strongly agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."
- Thirty-two percent of parent stakeholders agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

Stakeholder Interviews, Documents and Artifact Reviews
- Artifacts stated all staff received professional development to improve instructional strategies (e.g. Kagan, LDC/MDC (Literacy Design Collaborative/Math Design Collaborative); however, walkthroughs, review of lesson plans, and stakeholder interviews indicate a lack of monitoring

of the consistent and intentional use of these strategies.

- A review of artifacts indicate that most content area teachers supply a class syllabus; however, PLC (professional learning community) minutes do not indicate there is vertical alignment across the school.
- Lesson plans, interviews, and walkthrough data indicate there is little or no student collaboration or opportunities for students to self-reflect and develop critical thinking skills through high-level questioning.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.10

Action statement:

Develop school policies that provide a structure for the creation of common grading and reporting policies, processes, and procedures based on clearly defined criteria. Initiate monitoring and feedback practices that guarantee the grading policies, processes and procedures are consistently implemented across grade levels and courses. Articulate a detailed plan outlining specific timelines and protocols for the formal evaluation of grading policies, processes and procedures. Provide all stakeholders with updated information regarding all grading policies, processes and procedures.

Evidence and Rationale:

Student Performance Data
- The percentage of students meeting benchmarks on the ACT in English, math, reading, and science are below state averages for three consecutive years.
- The percentage of students meeting benchmark on ACT in English, math, reading and science declined from 2013-14 to 2014-15.
- Math has the lowest percentage of students meeting benchmark on ACT with only 25.1 percent during the 2014-15 year.
- The percentage of students scoring at the Proficient/Distinguished level during the 2014-15 school year was below the state average in each EOC/KPREP assessed content area.
- The following content areas show a decline from the 2013-14 to the 2014-15 school years in the percentage of students scoring Proficient/Distinguished: English II, Algebra II, Biology, US History, and writing.
- Algebra II has the lowest percentage of students scoring at the Proficient/Distinguished levels, with only 19.3 percent during the 2014-15 school year.

Stakeholder Survey Data
- Although 80 percent of staff stakeholders agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards, 44 percent of staff stakeholders agree/strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
- Forty-seven percent of staff stakeholders agree/strongly agree with the statement, "All teachers in our school use consistent and common grading and reporting policies across grade levels based on clearly defined criteria."

- Fifty-six percent of student stakeholders agree/strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."

Classroom Observation Data
The Effective Learning Environments Observation Tool (ELEOT) summary data revealed the following:
- The Progress Monitoring Environment received an overall rating of 1.6 on a 4 point scale. The lowest rated indicator in this environment was "Understands how his/her work is assessed," which was rated a 1.4 on a 4 point scale. The second lowest rating in this environment was "Is asked and/or quizzed about individual progress/learning," which was rated a 1.6 on a 4 point scale. Two indicators, "Responds to teacher feedback to improve understanding," and "Has opportunities to revise/improve work based on feedback," received ratings of 1.7 on a 4 point scale. The highest rated indicator in this environment was "Demonstrates or verbalizes understanding of the lesson/content," which was rated a 1.8 on a 4 point scale.

Stakeholder Interviews, Documents and Artifact Reviews
- Although there is an attempt at data analysis (e.g. Defender Walls, student data sheets, and GradeCam data), a review of artifacts and stakeholder interviews indicate there is not a formal protocol or monitoring system in place to ensure data analysis results in improved instruction and student achievement.
- Stakeholder interviews and a review of artifacts indicate there is no attempt to disaggregate data from common formative assessments.
- Stakeholder interviews along with a review of artifacts indicate there is no consistent, documented grading policy.

Attachments:

1) eleot™ Worksheet

2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2013-14 Diagnostic Review for Bryan Station High School.

Improvement Priority 1: (3.1) Establish and consistently implement curriculum and learning experiences in all courses that are vertically and horizontally aligned based on high learning expectations for all students. Ensure that instruction is individualized and differentiated, through a more effective system for monitoring and developing instructional strategies, in order for all students to be prepared for success at the next level.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Curriculum documents
- Pacing guides
- Writing strategies (six parts of a paragraph)
- Lesson plans
- Literacy Design Collaborative (LDC)
- Instructional strategy trainings (Kagan, teaching students of poverty, LDC, ix parts of a paragraph, reading strategies, testing strategies)
- Professional Learning Community minutes and agendas
- Career Pathway Alignment document

School Supporting Rationale:
Bryan Station High School is currently collaborating with the district in creating district-wide curriculum for all content areas. Representatives from the school as well as district leaders have started this endeavor as a result of the district's 30-60-90 day plan. There is evidence to show this process is progressing each month; however, completion is not expected until August 2016. Currently, teachers are meeting in professional learning groups to review and revise curriculum. Most departments have common curriculum and pacing guides that are used in core classes. PLC groups discuss learning targets within the curriculum and work together to develop common assessments around these targets. Over the past school year, the leadership team has provided multiple opportunities for teachers to learn, implement, and test new instructional strategies. Teachers have received training with Kagan strategies, Shipley classroom learning systems, Literacy Design Collaborative, co-teaching, teaching students in poverty, along with several different reading and writing strategies. There is a concern among leadership and staff regarding the consistent use of these strategies on a regular basis. The turnover rate of staff is also an area of concern regarding this Improvement Priority making consistency a barrier to continuity of practice. Again, while efforts are

being made to ensure alignment of the curriculum, fall survey data indicates this is still an area of concern. Forty-eight percent of staff agreed/strongly agreed with the following statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

Team Evidence:
- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documents and artifacts
- Principal's presentation and interview

Team Supporting Rationale:
The Team concurs that the school has partially addressed Improvement Priority 3.1. School representatives continue to collaborate with district personnel in creating a district-wide curriculum for all content areas and anticipate completion by the fall of 2016. This work continues at the school level during professional learning communities to review and revise curriculum regularly. In addition, review of artifacts and documents show that most core areas share common curriculum maps and pacing guides. However, this work has not translated into providing an environment that holds students to high learning expectations.

Classroom observations show lack of differentiation to meet the individual needs of students within daily instruction, as well as little evidence of rigorous coursework, higher-order thinking, and the use of exemplars within classroom instruction. In addition, stakeholder surveys and interviews further support this finding. Only 48 percent of staff agree/strongly agree that "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills." Similarly, student surveys show that students do not feel as if they have the skills necessary to be successful at the next level. Only 56 percent of students agree/strongly agree that "My school provides me with challenging curriculum and learning experiences" and only 49 percent of students agree/strongly agree that "My school prepares me to deal with issues I may face in the future." The parent survey shows that only 32 percent of all parents surveyed agree/strongly agree that "All of my child's teachers meet his/her learning needs by individualizing instruction."

Improvement Priority 2: (3.4) Develop a formal system whereby school leaders consistently monitor instructional practices and behavioral expectations in all classrooms to ensure student success.

School/District	Team		
		This improvement priority has been addressed in an exemplary manner.	
		This improvement priority has been addressed satisfactorily.	
X	X	This improvement priority has been partially addressed.	

		There is little or no evidence that this improvement priority has been addressed.	

School Evidence:
- Walkthroughs
- District eleot walkthroughs
- Administrative meeting agendas/minutes
- Bat/Robin System
- MTSS (Multi-Tiered Systems Of Support) agendas/minutes
- PBIS (Positive Behavioral Interventions and Supports) agendas/minutes
- PGES (Professional Growth and Effectiveness System)

School Supporting Rationale:
The introduction of a new leadership team at Bryan Station High School has resulted in many changes in processes and structures. One of these changes centers around how the administrative team works to monitor instructional practices in the building. Administrators meet each morning at 9:00 a.m. to discuss specific improvement priorities in the building. Walkthroughs and PLCs are a part of these priorities and each have their own assigned day for review. The protocol calls for the team to review previous data around the priorities and identify problem areas. The team discusses potential solutions or strategies to handle the instructional issue(s). The team focuses on trying to address only one topic or "big idea" per day. The protocol also includes a timeline and process for follow-up and revision to improvement action items.

The principal conducts walkthroughs each Wednesday and has been intentional about scheduling these in an on-line calendar. Feedback is shared with staff via email and through PGES conferences. However, there is still inconsistency with some members of the administrative team prioritizing and conducting multiple walkthrough per week. The team works diligently to ensure teachers are appropriately evaluated through the district's certified evaluation plan. Lesson plans are also reviewed and feedback given during the pre-conference before the lesson observation. There is limited agreement among staff (70 percent) with the following statement: "Our school's leaders hold all staff members accountable for student learning"; however, 53 percent of staff agreed with "Our school leaders ensure all staff members use supervisory feedback to improve student learning."

Team Evidence:
- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documents and artifacts
- Principal's presentation and interview

Team Supporting Rationale:
The Team concurs that the school has partially addressed Improvement Priority 3.4. It is clear from stakeholder interviews, including administration, staff, and parents and students that the school administration is doing an effective job of monitoring behavior to ensure a safe learning environment for all. New building leadership has implemented the Bat/Robin protocol to address behavior issues in a timely manner, which has had a major impact on building a positive culture within the building.

In addition, consistent administrative presence in the hallways and common areas, especially during class changes, has also had a positive impact on building culture.

However, while new administrative leadership has initiated changes to monitor current instructional practices in classroom instruction, which include morning meetings and data review, there is little indication that this process has had a major impact on instructional practices within the building. Lack of consistency with the weekly instructional walkthrough protocol hinders the process of providing teachers instructional feedback that consistently supports quality instructional improvement. Student performance on KPREP and EOC assessments further suggests that the lack of consistency in monitoring classroom instructional practice has not had a positive impact on student achievement. For example, the percentage of students scoring at the Proficient/Distinguished levels over the past three assessment cycles (2012-13 to 2014-15) was below state average in each EOC and KPREP assessed content area. Additionally, the following content areas show a decline between 2013-14 and 2014-15 in the percentage of students scoring Proficient/Distinguished: English II, Algebra II, Biology, and U.S. History. In addition, Algebra II has the lowest number of students scoring at the Proficient/Distinguished levels with only 19.3 percent during the 2014-15 school year. Similarly, these achievement trends hold true for ACT benchmarks in English, math, and reading with the percentage of students meeting benchmark at the school falling below state averages for three consecutive years. The percentages of students meeting ACT benchmarks on the reading, English, and math exams showed a decline from the 2013-14 to the 2014-15 school year.

Furthermore, while a process is in place to ensure that PLCs meet on a regular basis, there is little evidence to suggest a consistent approach to monitoring the impact of the school's Plan-Do-Study-Act process on instructional improvement and student achievement. Stakeholder surveys and interviews show that only 70 percent of all staff surveyed agree/strongly agree with the statement, "Our schools leaders hold all staff members accountable for student learning." In addition, only 67 percent of staff agree or strongly agree that "Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning." These percentages suggest that administrative practices for monitoring instructional practices may not be consistently applied across the school.

Improvement Priority 3: (3.6) Design and implement a school instructional process that consistently and clearly informs students of learning expectations, uses exemplars to guide and inform students, includes the use of formative and other assessments to guide modification of instruction and possible interventions, and provides students with specific and timely feedback.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.
	X	There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Defender Walls
- Sample formative assessments
- Lesson plans

- PGES (pre-post documents)
- Project Based Learning (student artifacts)

School Supporting Rationale:
Many of the characteristics that make up this Improvement Priority have been addressed through the principal's expectation of teachers creating "Defender Walls" within their classrooms. A "Defender Wall" displays information about the content being taught as well as data on how students performed on these targets. Each classroom is required to have a "Defender Wall" for the purpose of communication, student motivation, and learner reflection. It has been noted through walkthroughs and lesson plan reviews during PGES observation that Bryan Station High School has staff members that are novice in using many of the "Defender Wall" elements as well as lesson plan creation, student exemplars, and formative assessments. It is evident there are teachers who use these elements to ensure student success; however, many of these items are not shared or done collectively as a department or school. Professional learning communities still need to be strengthened to ensure these elements of effective instruction are reviewed and developed on a regular basis. Lesson plans are not reviewed by school leadership other than during the preconference before a formal full or mini observation. Additional support of this rating of partially addressed improvement priority comes from the AdvancEd surveys conducted in the fall. ~~49.21%~~ Forty-nine percent of staff agreed with the following statement: "All teachers in our school use multiple types of assessment to modify instruction and to revise curriculum."

Team Evidence:
- Documents and artifacts (i.e., lesson plans, Defender Walls, professional learning community artifacts)
- Stakeholder interviews
- Stakeholder surveys
- eleot™ observations

Team Supporting Rationale:
The Team found little evidence that this Improvement Priority, aligned with Indicator 3.6, has been addressed. While school instructional leaders have introduced the concept of Defender Walls, which are utilized to report student learning data, learning expectations (i.e., learning targets), and exemplars of student work, there is little evidence that Defender Walls are consistently guiding instruction in all classrooms. Additionally, Defender Walls, while displaying important instructional information, have not translated into an actionable instructional process that "consistently and clearly informs students of learning expectations, uses exemplars to guide and inform students, includes the use of formative and other assessments to guide modification of instruction and possible interventions, and provides students with specific and timely feedback" in most classrooms.

Classroom observations utilizing the Effective Learning Environments Observation Tool (eleot™) support the finding that there is little evidence this Improvement Priority has been addressed. According to eleot™ observation data aligned to this Improvement Priority:
- Indicator B.1, "Knows and strives to meet the high expectations established by the teacher," was evident/very evident during 24 percent of eleot™ observations.
- Indicator B.3, "Is provided exemplars of high quality work," was evident/very evident during two percent of eleot™ observations.
- Indicator C.5, "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," was evident/very evident during two percent of eleot™ observations.

- Indicator E.1, "Is asked and/or quizzed about individual progress/learning," was evident/very evident during 11 percent of eleot™ observations.
- Indicator E.3, "Demonstrates or verbalizes understanding of the lesson/content," was evident/very evident during four percent of eleot™ observations.

Stakeholder interviews were consistent with eleot™ findings. Major themes emerging during stakeholder interviews include: 1) The absence of a clearly defined instructional process; 2) Inconsistent application of Defender Walls as a guiding element of instructional design; 3) Lack of professional knowledge with regard to formative assessment practices (i.e., short cycle and medium cycle formative assessment practices and applications).

The staff survey administered in the fall of 2015 indicates little evidence that this improvement priority has been addressed. The following survey items demonstrate an absence of agreement according to the AdvancED criteria assessing survey data:

- Fifty percent of staff agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
- Forty-five percent of staff agree/strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
- Fifty-eight percent of staff agree/strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance."
- Forty-four percent of staff agree/strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
- Forty-nine percent of staff agree/strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."

Finally, as indicated in the student performance data analysis section of this report, student achievement on End-of-Course assessments declined in English II, Algebra II, Biology, and U.S. History. Furthermore, the school did not meet its Delivery targets for reading, math, science, social studies, writing, College and Career Readiness, or graduation rate. This assessment/accountability information indicates the lack of an instructional process that promotes positive student achievement outcomes.

Improvement Priority 4: (3.7) Design and implement a mentoring and coaching program for all staff that supports instructional improvement consistent with the school's values and beliefs about teaching and learning. Ensure that the program sets high expectations and helps to ensure the systematic use of highly effective instructional practices across the school.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.

		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- Monthly New Teacher Cadre
- Peer observations
- Department chair observations
- PGES (evaluation system)
- Walkthrough feedback
- Coaching sessions by PGES coach/Feedback sessions
- Lunchtime PD (professional development)

School Supporting Rationale:
Bryan Station High School provides multiple avenues for teachers to receive support, coaching, and mentoring throughout the year. First, all new teachers to BSHS participate in a beginning of the year orientation to learn staff expectations as well as learning/classroom expectations. This is conducted by a team of school administrators and teachers. This session is supported afterward with one new teacher meeting per month to address specific topics or interests. Staff also can participate in lunch-time PDs focused on Ruby Payne strategies they can take back to their classrooms that day. Teachers being formally evaluated during the school year receive a peer observation as stated by the district's certified evaluation plan. Also, the teachers receive regular feedback from walkthroughs and PLC work by the principal as well as the PGES coach. Support/feedback is shared with the whole group where appropriate and with individuals as appropriate. Some teacher leaders within specific content areas coach and mentor others within the department; however, this is not necessarily happening in all departments. Consequently, only 59 percent of staff agreed with the following statement: "In our school, staff members provide peer coaching to teachers. Recently, department chairs are working with administration to conduct their own walkthroughs and give feedback to their departments using the relentless walkthrough instrument.

Team Evidence:
- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documents and artifacts
- Principal's presentation and interview

Team Supporting Rationale:
The Team agrees with the school finding that this Improvement Priority, aligned to Indicator 3.7, has been partially addressed.

The school has a structure to support new teachers. Additionally, the school has a PGES coach responsible for coaching and evaluating teachers. While these structures support many teachers throughout the school, there is little evidence indicating that current mentoring and coaching structures result in the use of highly effective instructional practices across the school.

The eleot™ results indicate the following:

- Indicator B.2, "Is tasked with activities and learning that are challenging but obtainable," received an average rating of 2.0 on a 4 point scale.
- Indicator B.2, "Is tasked with activities and learning that are challenging but obtainable," was evident/very evident during 22 percent of eleot™ observations.
- Indicator B.3, "Is provided exemplars of high quality work," received an average rating of 1.2 on a 4 point scale.
- Indicator B.3, "Is provided exemplars of high quality work," was evident/very evident during two percent of eleot™ observations.
- Indicator B.4, "Is engaged in rigorous coursework, discussions, and/or tasks," received an average rating of 1.8 on a 4 point scale.
- Indicator B.4, "Is engaged in rigorous coursework, discussions, and/or tasks," was evident/very evident during 13 percent of eleot™ observations.
- Indicator B.5, "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," received an average rating of 1.7 on a 4 point scale.
- Indicator B.5, "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," was evident/very evident during 11 percent of eleot™ observations.

While a few classroom teachers implement highly effective instructional practices, the eleot™ findings illustrate an instructional environment marked by a lack of rigorous instruction that ensures students meet learning expectations. Additionally, as indicated in the achievement data analysis included in this report, student achievement has decreased in nearly every academic area included in the Kentucky school accountability system.

Stakeholder interviews revealed that while many teachers participate in professional learning opportunities, there is an absence of evidence indicating the degree to which professional learning/professional development activities result in improved classroom instruction.